College of San Mateo
Official Course Outline

1. COURSE ID: ESL 895  TITLE: Reading Improvement for Non-Native Speakers
   Units: 0.5-1.0 units  Hours/Semester: 24.0-54.0 Lab hours
   Method of Grading: P/NP Only

2. COURSE DESIGNATION:
   Non-Degree Credit
   Transfer credit: none

3. COURSE DESCRIPTIONS:
   Catalog Description:
   Improve reading skills. Practice methods of increasing comprehension and vocabulary to meet specific student needs. May include internet, computer-assisted, and/or DVD assignments. Uses self-paced programs based on individual diagnostic test results to meet specific student needs. Designed for high-beginning/intermediate-level non-native speakers of English. Open entry/open exit. Students may enroll any time through the twelfth week of the semester. Variable units. (Units do not apply toward AA/AS degree.)

4. STUDENT LEARNING OUTCOME(S) (SLO'S):
   Upon successful completion of this course, a student will meet the following outcomes:
   1. Read and understand the text by applying critical comprehension strategies such as inference and judgment
   2. Read and understand the text by applying comprehension strategies such as identifying topics, main ideas, and supporting details
   3. Use writing to demonstrate reading comprehension
   4. Analyze works, structurally and contextually, to improve vocabulary
   5. Read text faster with improved comprehension using rate-improvement strategies

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:
   Upon successful completion of this course, a student will be able to:
   1. Read and understand the text by applying comprehension strategies such as identifying topics, main ideas, and supporting details.
   2. Read and understand the text by applying critical comprehension strategies such inference and judgment.
   3. Use writing to demonstrate reading comprehension.
   4. Analyze words, structurally and contextually, to improve vocabulary.
   5. Read text faster with improved comprehension using rate-improvement strategies.

6. COURSE CONTENT:
   Lab Content:
   Various reading materials, including computer-based programs and activities, at the high-beginning/intermediate level in which students practice reading methods to increase comprehension, vocabulary, and/or speed.
   1. Comprehension skills to be taught should include one or more of the following:
      A. main ideas,
      B. supporting details,
      C. inference.
   2. Vocabulary should be taught using one or more of the following:
      A. word lists,
      B. in-context strategies,
      C. signal words.
   3. Reading speed may be taught as appropriate to aid in reading comprehension by using one or more of the following:
      A. survey,
      B. skim,
      C. scan,
      D. "chunking."

7. REPRESENTATIVE METHODS OF INSTRUCTION:
Typical methods of instruction may include:
A. Other (Specify): Individual or small group discussion and self-paced textbook and computer activities

8. REPRESENTATIVE ASSIGNMENTS
Representative assignments in this course may include, but are not limited to the following:

Reading Assignments:
Each unit (approximately 6 hours of time) should include an assignment of 2-3 reading passages from one or more of the recommended texts and related vocabulary and follow-up comprehension activities (also in the texts). Related activities should have the student deal with the reading at multiple levels -- literal, interpretive and applied -- and include but are not limited to:
- vocabulary (multiple choice, fill-in-the-blank and sentence writing) activities, and
- comprehension activities (identification of main idea and supporting details, making inferences/drawing conclusions, ordering events in sequence, distinguishing fact from opinion and directly stated information from inference).

9. REPRESENTATIVE METHODS OF EVALUATION
Representative methods of evaluation may include:
A. Pre-Test/Diagnostic • Instructor approval of work at regular intervals • Mastery tests • Post-Test/Final Exam

10. REPRESENTATIVE TEXT(S):
Possible textbooks include:
Other:

Origination Date: October 2014
Curriculum Committee Approval Date: November 2014
Effective Term: Fall 2015
Course Originator: Kristiane Ridgway